



# SC Annual School Report Card Summary

Chester Park Elementary School of Inquiry  
**CHESTER COUNTY**  
Grades: PK-5 Enrollment: 426  
Principal: Robin K. Taylor  
Superintendent: Dr. Agnes Slayman  
Board Chair: Mrs. Patricia Hensley

**PERFORMANCE** Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

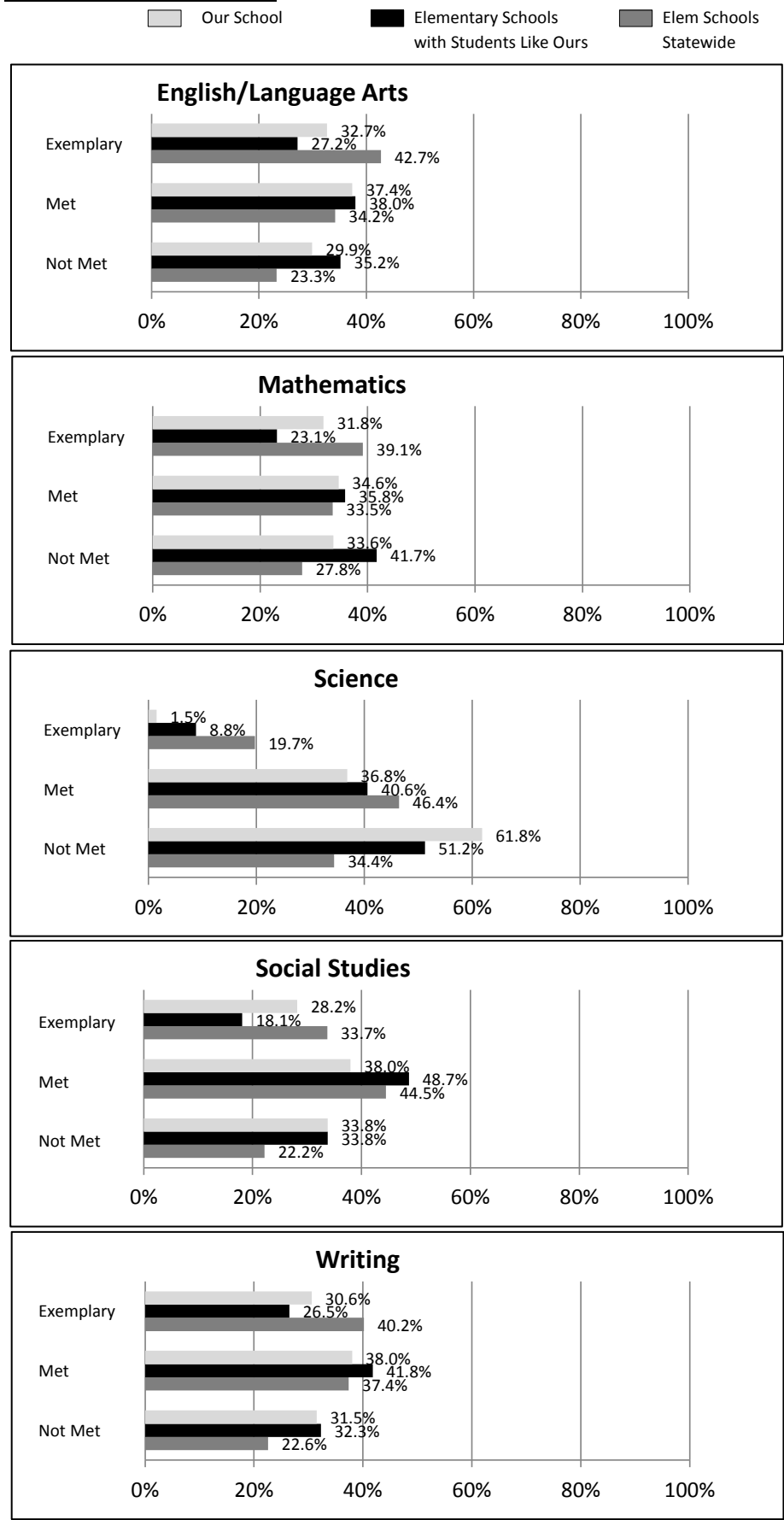
| YEAR | ABSOLUTE RATING | GROWTH RATING | PALMETTO GOLD AND SILVER AWARD |                 | ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM |                          |
|------|-----------------|---------------|--------------------------------|-----------------|---|--------------------------|
|      |                 |               | General Performance            | Closing the Gap | ESEA Grade                                | Accountability Indicator |
| 2014 | Average         | Good          | TBD                            | TBD             | C   | Reward                   |
| 2013 | Average         | Average       | N/A                            | N/A             | F   | N/A                      |
| 2012 | Average         | Average       | N/A                            | N/A             | C   | N/A                      |

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|-----------|------|---------|---------------|---------|
| 3         | 10   | 114     | 48            | 16      |

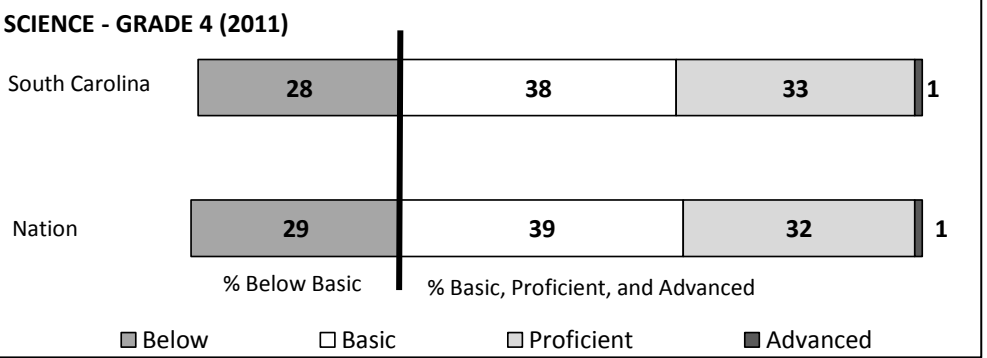
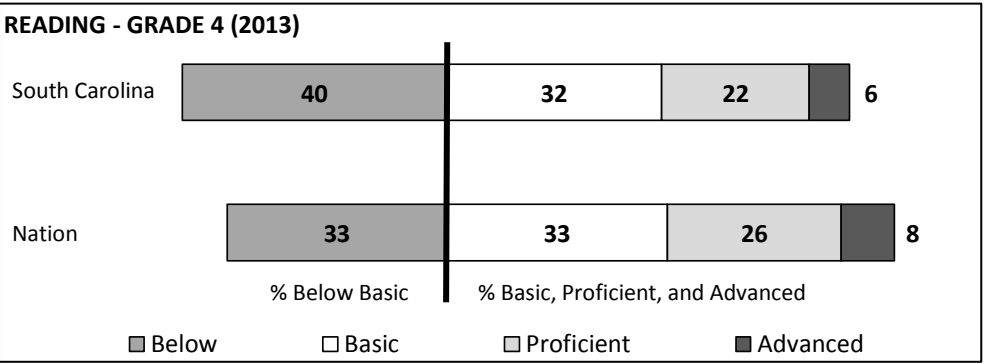
\* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

**SC PASS PERFORMANCE**



**NAEP\***

\*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



**SC PERFORMANCE VISION**

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

**Abbreviations Key**

N/A-Not Applicable    N/AV-Not Available    N/C-Not Collected    N/R-Not Reported    I/S-Insufficient Sample    TBD-To Be Determined

Chester Park Elementary School of Inquiry  
CHESTER COUNTY  
SCHOOL PROFILE

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary Schools |
|--|------------|-----------------------|--|---------------------------|
| Students (n = 426)   |            |                       |  |                           |
| Retention rate   | 4.6%       | Down from 6.6%        | 1.6%                                       | 1.0%                      |
| Attendance rate  | 96.8%      | Up from 95.8%         | 96.0%                                      | 96.5%                     |
| Served by gifted and talented program  | 6.1%       | Up from 4.1%          | 3.0%                                       | 7.3%                      |
| With disabilities  | 16.1%      | Up from 12.7%         | 13.9%                                      | 12.5%                     |
| Older than usual for grade   | 3.6%       | Down from 3.9%        | 2.8%                                       | 1.8%                      |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.5%       | Up from 0.3%          | 0.0%                                       | 0.0%                      |
| Teachers (n = 29)  |            |                       |  |                           |
| Teachers with advanced degrees   | 79.3%      | Up from 75.9%         | 59.8%                                      | 62.3%                     |
| Continuing contract teachers   | 82.8%      | Down from 93.1%       | 74.2%                                      | 81.2%                     |
| Teachers returning from previous year  | 90.1%      | Down from 92.2%       | 83.7%                                      | 88.4%                     |
| Teacher attendance rate  | 94.0%      | Down from 94.7%       | 95.3%                                      | 95.3%                     |
| Average teacher salary*  | \$47,726   | Down 0.0%             | \$46,132                                   | \$47,902                  |
| Classes not taught by highly qualified teachers                              | 0.0%       | Down from 1.5%        | 0.0%                                       | 0.0%                      |
| Professional development days/teacher  | 6.3 days   | Down from 8.5 days    | 10.2 days                                  | 10.9 days                 |
| School   |            |                       |  |                           |
| Principal's years at school  | 1.0        | Down from 6.0         | 3.5  | 4.0                       |
| Student-teacher ratio in core subjects                                       | 20.5 to 1  | No change             | 18.5 to 1                                  | 19.9 to 1                 |
| Prime instructional time   | 89.9%      | Up from 88.2%         | 90.3%                                      | 90.7%                     |
| Opportunities in the arts  | Excellent  | No change             | Good                                       | Good                      |
| SACS accreditation   | Yes        | No change             | Yes  | Yes                       |
| Parents attending conferences  | 100.0%     | Up from 94.7%         | 100.0%                                     | 100.0%                    |
| Character development program  | Excellent  | No change             | Excellent                                  | Excellent                 |
| Dollars spent per pupil**  | \$6,888    | Down 49.3%            | \$8,554                                    | \$7,680                   |
| Percent of expenditures for instruction**                                    | 53.5%      | Down from 55.0%       | 65.3%                                      | 66.8%                     |
| Percent of expenditures for teacher salaries**                               | 52.8%      | Down from 53.0%       | 64.7%                                      | 66.0%                     |
| ESEA composite index score   | 77.2       | Up from 56.2          | 70.8                                       | 85.7                      |

\* Length of contract = 185+ days.  
\*\*Prior year audited financial data available.

EVALUATION RESULTS

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 27       | 30        | 14       |
| Percent satisfied with learning environment            | 85.1%    | 83.3%     | 85.7%    |
| Percent satisfied with social and physical environment | 100.0%   | 83.3%     | 100.0%   |
| Percent satisfied with school-home relations           | 75.0%    | 80.0%     | 92.9%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Chester Park Elementary School of Inquiry (CPESI) is one of three Schools of Choice in the Chester Park Complex. We are home to approximately 449 students in grades Pre-K through 5. CPESI is a Professional Development School with Winthrop University’s NetScope Project. We help prepare future teachers. In turn, we receive professional development support from Winthrop University for our teachers and staff. Winthrop Liaison, Dr. Sue Spencer, is based at our school one day each week and collaborates with teachers and students to help us achieve school and district goals. Centered on the Project-Based Learning Initiative, CPESI was the 2013 recipient of the Dick & Tunky Riley WhatWorksSC Award for Excellence.

Professional Development was held twice each month, and discussions centered on Project Based-Learning, Research-based Best Practices, Technology, and Common Core Standards. All classroom teachers were trained in implementing the new mathematics program, My Math, by a consultant. Grade-level team meetings were held weekly with teachers in grades Pre-K to 5 for the purpose of analyzing assessment results and planning standards-based instructional lessons.

To ensure all students were successful, a daily, uninterrupted 30-minute intervention time slot known as ‘STAR Time’ was provided for differentiated instruction in the areas of reading and math. The Reading Interventionist provided reading instruction to students who were identified has reading below grade level on MAP (Measures of Academic Progress) or who scored 'Not Met' on ELA PASS for Grades 4 & 5. The Literacy Coach worked with one teacher in a model literacy classroom as well as with other teachers to provide them with best practices in the area of ELA. The Intervention Teacher met with the Literacy Coach and principal for the purpose of analyzing student assessment results as well as regrouping or dismissing students. The Literacy Coach created and facilitated the 'Take Home Reading' program. CPESI had 215 students to participate in the district-wide reading contest with students in Grades Pre-K through 2nd reading at least 50 books, and students in Grades 3-5 reading at least 75 books. Book Buddies from 4th Grade also read with students from the early childhood classes. Classroom teachers were provided access to RazKids, Reading Eggs, and Study Island as additional instructional materials. At the beginning of the second semester, every certified staff member selected students based on MAP scores and/or teacher recommendation to receive at least 1 hour of individualized tutoring weekly during ‘STAR Tutoring Sessions’.

At the end of each nine weeks, students received recognition and special pins for their STAR caps in the areas of Honor Roll, Perfect Attendance, on- or above- grade level scores on MAP, and Classroom Awards. Students who scored ‘Met’ or ‘Exemplary’ on SC PASS were also recognized and received special pins for their STAR caps.

The PTO was actively involved in supporting the students and staff of CPESI throughout the school year; the organization provided funds for student incentives such as the STAR cap pins, behavior rewards as well as car tags for additional safety in the carline. The PTO also provided the staff with treats throughout the year.

The School Improvement Council (SIC)/ Title I Planning Team met monthly to discuss Title I activities, special programs